

2018-2019

EPP Bachelor Performance Report

University of North Carolina Asheville



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

The University of North Carolina Asheville (UNC Asheville) opened in 1927 as Buncombe County Junior College. The school underwent several name changes, mergers with local governments and school systems, and moves before relocating in 1961 to the present campus. Asheville-Biltmore College joined the UNC system in 1969 as UNC Asheville, with the distinct mission to offer an excellent undergraduate liberal arts education.

UNC Asheville is distinctive in the UNC system as its designated liberal arts university. UNC Asheville's practice of the liberal arts emphasizes the centrality of learning and discovery through exemplary teaching, innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience. Primarily undergraduate, UNC Asheville offers a liberal arts education characterized by high quality faculty-student interaction. UNC Asheville offers this challenging educational experience to all promising students who are committed to liberal learning and personal growth.

The UNC Asheville liberal arts educational approach emphasizes life skills including critical thinking, clear and thoughtful expression, and honest open inquiry. Students undertake concentrated study in one area while simultaneously developing an understanding of the connections among disciplines. UNC Asheville encourages students to clarify, develop and live their own values while respecting the views and beliefs of others. In addition, UNC Asheville cultivates an understanding of the dimensions of human diversity while recognizing the common humanity of all. UNC Asheville believes a quality liberal arts education enables graduates to be lifelong learners and to lead successful, flourishing lives as leaders and contributors to their communities.

At UNC Asheville, the conditions and concerns of the contemporary world both for individuals and the university are responded to. UNC Asheville incorporates economic, social and environmental sustainability into institutional practices and the curriculum. With a range of associated centers, partnerships, and initiatives, UNC Asheville fulfills the public responsibility to address the needs of the community through a continuum of learning. UNC Asheville

demonstrates a commitment to continuing service characterized by an informed, responsible, and creative engagement with the Asheville area, the southern Appalachian region, the state of North Carolina, and a diverse and increasingly connected world.

Special Characteristics

UNC Asheville is one of 29 members of the national Council of Public Liberal Arts Colleges (COPLAC). UNC Asheville was the founding institution for the national Undergraduate Research Program, which provides summer and academic-year student research and travel grants, hosts annual spring and fall symposiums, and publishes an annual anthology of student research. The Humanities Core Cluster serves as a national model for other liberal arts universities. UNC Asheville also offers interdisciplinary studies programs that enable students to study topics that transcend traditional disciplines. These include programs in Africana Studies, Ethics and Social Institutions, Fine and Performing Arts, International Studies, Multimedia Arts and Sciences, Religious Studies, and Women's Studies, as well as a graduate program leading to the Master of Liberal Arts. In addition, UNC Asheville is home to the Center for Creative Retirement, College for Seniors, and Asheville Graduate Center.

The university has received national recognition for its Humanities and Undergraduate Research programs. *U.S. News & World Report* ranks UNC Asheville as eighth in the nation among public liberal arts colleges in its “2016 Best Colleges” edition. *The Princeton Review* ranks UNC Asheville first nationally on the “Best Schools for Making an Impact List”, and among “The Best 380 Colleges”. UNC Asheville is consistently rated a "Best Buy" in the *Fiske Guide to Colleges*. UNC Asheville founded the National Conference on Undergraduate Research more than 25 years ago, and the university emphasizes student participation in faculty-mentored research projects. Additionally, most UNC Asheville students undertake career-related internships, and are supervised by university faculty during their time working in the field. Also, approximately seventeen percent of UNC Asheville students take advantage of study abroad and study away programs. Finally, there are many courses and programs on campus which engage students in

service projects aimed at improving the quality of life at home and around the world, which is a major focus of the university.

Program Areas and Levels Offered

The UNC Asheville Teacher Education Program requires completion of a major in a content area along with professional education courses necessary to qualify for North Carolina Standard Professional Level I Teaching Licensure in the following areas: K-6; 6-9 Language Arts, Social Studies, Mathematics, and Science; 9-12 English, Latin, Mathematics, Biology, Chemistry, Comprehensive Science, Earth Science, Physics, and Social Studies; and K-12 Art, French, German, Spanish, Health and Physical Education, Theater Arts, and Special Education: General Curriculum. The licensure program serves undergraduates, transfers, and post-baccalaureates, and collaborates with the Regional Alternative Licensure Center (RALC) to support lateral entry candidates.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X		

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

General and Special education teachers are prepared to teach students with exceptionalities by taking a required course in teaching diverse students. The course covers the study of legislation, policies, and practices as they pertain to educating Exceptional Learners; characteristics of students in major groups as defined by IDEA (particularly learning disabilities, developmental delay, autism spectrum disorder, and emotional/behavioral disorder) and strategies for teaching them; other student characteristics not necessarily related to IDEA (English Language Learners, 504 plans, low-performing students, and giftedness); differentiation strategies; and teacher roles on IEP teams. Candidates also examine literature on children in poverty (including research by Gloria Ladson-Billings and Gorski), and reflect upon field experiences in which they engage. Candidates complete field experiences in classrooms and schools with students representing a range of socioeconomic statuses, academic levels, and exceptional needs. Candidates indicate with what specific types of diverse learners they work during field experiences throughout their licensure program, and then complete a plan during student teaching, which requires them to work with any types of students they have not taught before.

Additionally, special education teachers are required to take courses especially designed for teaching exceptional children in the areas of classroom and behavior management, diagnostic assessment and instruction in reading, general assessment, and instruction in mathematics.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

General and Special education teachers are prepared to teach students of limited English proficiency by taking a required course in teaching diverse students. This course covers strategies for educating English Language Learners including instruction in the use of differentiation in lesson planning, particularly SIOP, and universal design for learning. Candidates also engage with teaching strategies appropriate for LEP students in their language arts methods course. Candidates indicate specific types of diverse learners they work with during field experiences throughout their licensure program, and then complete a plan during student teaching, which requires them to work with any types of students they have not taught before. Candidates demonstrate their knowledge of teaching students of limited English proficiency through the completion of their edTPA portfolio during their student teaching semester.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning.

All candidates in all licensure programs must complete EDUC 211 (Instructional Technology for Educational Settings) with a passing grade in order to be formally admitted into the department. As part of the course candidates must pass a competency exam that addresses this topic. In addition, candidates engage in field experience to observe how technology is being used in schools.

Department faculty incorporate instruction in courses on the use of digital and other technologies. The department sets 2-year goals, and one of the goals for the 2017-2019 cycle is as follows: Design technology experiences to ensure candidate skills in using technology to facilitate teaching and learning.

Action Steps:

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- a) Examine CAEP standards and cross-cutting themes to establish a knowledge base of requirements
 - b) Analyze candidate technology experiences that are occurring within each program to determine the scope of experiences
 - c) Work with P-12 partners to design and revise candidate technology experiences to ensure implementation of best practices, as needed

In 2018-2019 we were intentional about sharing what we are doing with technology, were intentional about developing our own knowledge base of Digital Learning Competencies, hired adjuncts with technology expertise, added technology elements to courses, and began teaching a course that addresses digital tools. Faculty members participated in a DLS (Digital Literacy Standards) workshop with one of our adjuncts, and together faculty shared the technology resources that are being taught to our candidates. This past year, faculty members met to discuss the CAEP expectations and produced a document that illustrates how technology is being woven throughout the programs. The two adjuncts we hired to work in our department for the 2018-2019 school year are both technology facilitators for their respective district and school. And, two faculty members gave presentations at the local and state level on the use of digital tools. Additionally, candidates are being trained more intentionally to enable them to videotape themselves and use video editing tools which are skills necessary for the submission of their edTPA portfolios. Finally, our Technology Instructor developed a course called EDUC 231, Assistive Technologies. The course provides candidates with the knowledge base and skills necessary to use and analyze software, hardware, and other devices used to increase, maintain or improve the functional capabilities of individuals with disabilities, per universal design for learning principles. While all candidates in the K-12 Special Education: General Curriculum licensure program must complete EDUC 231 with a passing grade to meet program requirements, all candidates in all programs may take the course.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Core technologies are introduced to all candidates in a hands-on introductory educational technology course. Additional technologies and reinforcement of existing technology skills are integrated within each program across the Department of Education. Candidates are introduced to technology-based assessment techniques to be used to assess student learning in different methods courses that are part of each licensure program.

In the fall of 2018, department faculty conducted a self-study of the technology resources and tools used and/or taught about in methods courses as a means for outlining how department courses address the Digital Learning Competencies outlined by our state. The following chart displays the results of this self-study. Candidates receive knowledge in early courses, practice and develop their skills in integrating tools throughout the mid-level courses, and work in classrooms during their professional year where they have opportunities to use the tools they have been trained in and develop their knowledge of systems used to assess students, including PowerSchool and Google Classroom.

Digital Learning Competencies Addressed Across the Department

Tool	Course(s)	Tool addresses personal learning (Leadership)	Tool addresses modeling and teaching digital citizenship	Tool is a resource for instruction	Tool is used to assess student learning, and make decisions
Entry Level Courses					
08 Issues	211		x		
Spreadsheet number crunching	211				x
Google Form	211, 320			x	x
10 Internet Learning NC Falcon, NC Wiseowl, SAS, Lynda.com, Canvas, TEDed, EL, ASCD Podcasts	211, 320	x	x	x	x

11 Strategies	211, 320			x	
Digital Identity Project	210			X	
Mid Level Courses					
Google Slides/Docs	344, 320		x	x	x
Kahoot	325, 314, 344, 320			x	x
Seesaw	344		x	x	x
Newsela	314, 320, 325			x	
Khan Academy	344	x		x	x
Common Lit	344			x	x
Virtual reality (VR) with Nearpod and Google Expeditions	344			x	x
Adobe Spark Video	320	x	x	x	x
Canvs, Picktochart	320	x	x	x	x

Flipgrid	320	x	x	x	x
Google Sites	320	x	x	x	x
Spark Post/Page	344, 320		x	x	x
Digital Classroom Simulations	325	X		X	
Classroom Dojo	325				X
Read Works	325			X	X
Brain Pop	325			X	X
Quizlet	325			X	X
Microsoft OneNote	325			X	X
Freckle	325			x	X
WebQuests	322			X	X
Weatherbug	322			X	
Virtual Imaging	322			X	

Padlet	230, 314, 344, 320, 325			x	x
Skype	344	x	x	x	
Edmodo	314	x			
Peardeck	314			x	x
Professional Year					
	430				
Google forms/spreadsheets	43X			x	x
PowerSchool/Canvas	455			x	x
Professional Development Plans	456	x	x	x	x

As a result of departmental planning, at the end of this academic year the inclusion of technology will now be a required element of the lesson plan that all candidates create for the teaching experience in which they engage during their capstone methods course.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

All K-6 candidates take EDUC 315: Creative Arts, K-6 (3 semester hours). This course is hands-on, is project-based, and involves various art forms including movement, creative drama, visual art, music, puppetry, and storytelling. The course includes a field trip to the local art museum, and a tour of the visual art and drama department facilities on campus. Candidates apply the arts across disciplines as they develop integrated lessons and activities into a thematic portfolio appropriate for use in the elementary classroom. Candidates apply the arts in course assignments in other content areas including as part of social studies, science, reading, and math methods courses, and during their clinical practice.

Explain how your program(s) and department conduct self-study.

The department has studied CAEP accreditation and state program approval standards. Each licensure program is led by a Program Coordinator. Program Coordinators analyze data related to completers' academic and licensure exam performance, as well as P-12 faculty members' reports of completers' feedback on programs, and compile this information into a yearly report. An Assessment Committee is in place and charged with ensuring that department operations are in line with accreditation and state standards, and studying candidate and departmental data. In order to do this work, the Assessment Committee studies the program reports as well as data available from exit surveys provided by completers, data available from the state regarding completers' performance as teachers (Standards 1-6), and recent graduate surveys and employer satisfaction surveys related to completers in their first three years of teaching. Recommendations from the Assessment Committee are presented to members of the department and P-12 partners, and necessary changes, policies, and practices are revised and/or adopted. The department maintains a publically accessible webpage containing all reports of data and relevant information related to departmental operations.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Candidates engage in one or more field experiences (depending upon the number of courses in which they are enrolled) every semester during which they take courses for their licensure program. This structure, outlined in our Candidate Handbook provides early, frequent, and ongoing P-12 classroom experiences centering on the development of candidate content, pedagogy, and professionalism skills. Field experience activities include observing, assisting, tutoring, micro-teaching, and teaching full lessons, and all candidate work culminates in clinical practice. A department strength is that in their field experiences, candidates encounter an intentionally chosen variety of classroom settings, types of schools, and school systems beginning with their very first course. Throughout their program, candidates maintain a field placement log to track and reflect upon their completed field experiences, as well as document the ethnic, racial, linguistic, gender, academic, and socioeconomic diversities encountered during each experience. Gaps in experiences are filled as candidates progress through the program, and during additional experiences completed during clinical practice.

Western North Carolina currently has only one elementary and one middle level low performing school. Since we cannot place all candidates in these two schools, our goal is to ensure that all candidates work in low performing areas. Our interpretation of low performing areas are those which encompass working with students who are in need of support, including students in underserved populations and those who face barriers in accessing the resources they need to be successful. All middle grades candidates do spend a semester working with students in an after school enrichment program in the one low performing middle school. As much as is possible, we do request placements for elementary candidates to complete field experiences in the one low performing elementary school. In our programs, candidates are introduced to the notion of low performing schools in the introductory course (Teaching/Learning in the 21st Century K-12, 3 semester hours). Additional work completed by candidates in their specific programs is described below.

All candidates in the K-6 and K-12 Special Education: General Curriculum programs take EDUC 317, Language Arts in the Contemporary Classroom K-6 (3 semester hours), which is a course taught in spring semesters only. During the fall semester, a school which is low performing in literacy is identified. The EDUC 317 course instructor meets with the principal to discuss the school's needs and how EDUC 317 candidates can serve as literacy tutors during the coming semester. The EDUC 317 course instructor introduces the tutoring assignment to candidates who are enrolled in EDUC 317. The school principal, curriculum coach, and/or designee(s) present the School Improvement Plan to candidates (including how data is used to make decisions at the school level), and discuss how the candidates will fit in the plan as literacy tutors. Candidates are assigned to a teacher who decides on the exact activities in which the candidate/tutor will engage, and the candidate tutors according to this plan for the entire semester.

K-6 candidates also take EDUC 340 (Teaching Mathematics: Content and Process, K-6). The field experience for this course is completed by candidates in the same school as is the field experience for EDUC 317. The math coach and principal work with candidates to introduce the Investigations math program, and explain how the school uses data to inform practice. Candidates participate in a 3-week intensive experience where they work with 4th and 5th grade students and identify strategies associated with technology, assessment, instruction, and classroom management that can be used to benefit the students. Candidates then designed and teach re-engagement lessons for the students.

All candidates in all middle grades and secondary school programs take EDUC 314, Multiple Literacies in Content Area Classrooms (3 semester hours). This course includes a service-learning component of at least 25 hours each semester, during which candidates serve Asheville City Schools, a system that has a significant achievement/opportunity gap between White and Black students. According to the NCDPI School Report Card Data (2012-2013), 13.6% of Black students at Asheville High School and 10.8% of Black students at Asheville Middle School scored at or above a level 3 on EOC/EOG. At the same time, 71.8% of White students at the high school, and 66.5% of White students at the middle school perform at or above a level 3 on both EOG tests. We consider this population within the school system school system as a low 'area'

of need in our region. In EDUC 314, candidates work as tutors in the Advancement Via Individual Determination (AVID) program at Asheville Middle or Asheville High. The mission of AVID is to, “close the achievement/opportunity gap by preparing all students for college readiness and success in a global society” (www.avid.org). While all students being tutored may not be “low performing” on EOC/EOGs, most are selected because they are traditionally underrepresented or historically disenfranchised in colleges and universities. Candidates coordinate semi-weekly tutorials with a small group of students throughout the semester and work under the guidance of AVID teachers and our AVID coordinator. In addition, all candidates prepare, teach and reflect on a lesson they present to an entire class.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

A hallmark of the Unit is the progression of the professional year. The first semester of the professional year is comprised of a semester-long capstone methods course. The capstone requires middle and high school licensure candidates to spend a full period per week, and elementary candidates to spend at least one hour per week, in the class of the P-12 clinical faculty member with whom they will complete clinical practice the following semester. Candidates observe, tutor, team-teach when appropriate, and then independently teach three to five of their own planned lessons. The Unit supervisor observes at least one of these independent teaching experiences. The second semester of the professional year engages candidates in full-time clinical practice with the same P-12 clinical faculty member. This professional year structure provides a year long, in-depth clinical experience and aids in the development of a strong relationship between the candidate and P-12 clinical faculty.

With the new 16-week clinical practice requirement, the capstone courses for all UNC Asheville licensure programs are offered in Fall semesters only. Candidates are required to spend an additional 16 hours in their assigned classroom during the first three to four weeks of their capstone course to see the beginning of the school year. Candidates then complete their 16

weeks of full-time Clinical Practice in the Spring semester following their capstone semester, which enables them to see the end of the school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools (ACS); Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine Delany New School for Children
Start and End Dates	Fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Recruit & retain quality teachers
	Collaborate with our Field Coordinator to design and implement field experiences for our candidates.
Number of Participants	58
Activities and/or Programs Implemented to Address the Priorities	The Induction sub-committee of USTEP continued its annual beginning teachers' celebration and professional development opportunity. We offered roundtable discussions for BT2s acknowledging successes and brainstorming solutions to struggles. We also held a meeting orienting BT3s to the National Board Certification process.
Summary of the Outcome of the Activities and/or Programs	58 beginning teachers from area school districts participated in this event. The BT 1 and 2 event was in round table format where BT1 and 2s were both celebrated for their successes, and provided with supplies and learning. The purpose of the meetings is to help BT1s and 2s navigate what they have identified as the most difficult time in the academic year for them and the time during the time during which they need the most support. Survey results have been overwhelmingly positive. We also worked with BT3s outlining expectations and the process of National Board Certification.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Start and End Dates	August 2018-May 2019
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement
Number of Participants	75 tutors

Activities and/or Programs Implemented to Address the Priorities	Through the Advancement Via Individual Determination (AVID) program, our licensure candidates provided ongoing tutoring and mentoring experience with middle and high school students. AVID tutoring is based on a facilitation model, where tutors lead students through an inquiry process to come up with solutions in a collaborative manner. All AVID Tutors are trained in the AVID Tutorial Model by the UNC Asheville AVID Tutoring Program Coordinator and supplementally by ACS AVID Teachers in the AVID Elective classes. The Coordinator completed the most updated AVID certified training in the AVID Tutorial Model at the AVID Summer Institute in Philadelphia during July of 2017. Middle and high school students in AVID received professional, ongoing tutoring through these initiatives.
Summary of the Outcome of the Activities and/or Programs	75 AVID tutors worked 4,610 hours (Fall 2,300 + Spring 2,310) at Asheville Middle School, Asheville High School/SILSA. The EDUC 314 course continued its service learning focus with candidates tutoring two hours per week throughout the year. We had sufficient tutors for every AVID class in the fall and spring. We were also able to place most tutors within their areas of content expertise. This was particularly important for high school students enrolled in Honors + AP courses. All new AVID tutors completed four Modules of AVID tutor training. All returning AVID tutors attended a minimum of two meetings per semester. All tutors attended two AVID Tutor-Teacher meetings per semester.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Start and End Dates	Fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement + recruit ACS AVID graduates to attend UNC Asheville
Number of Participants	3 AVID Tutor Leaders 8 UNC Asheville faculty and staff
Activities and/or Programs Implemented to Address the Priorities	AVID tutors worked additional hours with their students to support AP classwork, prepare for EOGs, EOCs, and Senior Exit projects and to design lesson plans. Tutors attended extracurricular events, such as field trips and sporting events, to support students. The UNC Asheville AVID for Higher Education Scholarship Committee met regularly throughout the year to implement the scholarship recruitment, selection and retention plans.
Summary of the Outcome of the Activities and/or Programs	100% of ACS AVID seniors (29 graduates) have been accepted to two or four-year colleges. Many seniors received scholarships, including one UNC Asheville AVID for Higher Education Scholarship, one Bonner Scholarship, and one scholarship to attend Wellesley College. Twenty students have enrolled in four-year colleges. Many AVID students have been awarded local scholarships. Two ACS AVID students were accepted to UNC Asheville. One student has accepted the 2019 UNC Asheville AVID for Higher Education scholarship.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Start and End Dates	6/1/2018-6/15/2018
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement + provide experiential learning in a college environment
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	In addition to the ongoing tutoring and mentoring offered to AVID middle and high school students throughout the academic year, UNC Asheville hosts AVID Summer Bridge for 8 days each June.
	The 2018 AVID Summer Bridge Program brought 28 ACS students to the UNC Asheville campus for two weeks of enrichment activities.
	In collaboration with the university's Center for Diversity Education and the City of Asheville Youth Leadership Academy, the department hosted the 7th Annual Me2We Youth Leadership Conference.
Summary of the Outcome of the Activities and/or Programs	100% of AVID Summer Bridge students completed the program. The program included student presentations at a family celebration on the final evening - more than 80 family members attended.
	The Me2We conference was attended by 100 middle, high school, and college students. The program included workshops facilitated by near peers and professionals of color from the Asheville region on topics ranging from Charting Your Journey and Building Your Mentor to Speed Networking. Students learned how to develop leadership and career development skills in a social justice and community organizing context.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Start and End Dates	5/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement
Number of Participants	350
Activities and/or Programs Implemented to Address the Priorities	The ACS AVID District Committee sponsored a Year-End AVID Celebration + Banquet, honoring graduating seniors and rising 9th grade students in the ACS AVID program.
Summary of the Outcome of the Activities and/or Programs	350 people attended the AVID 20th Anniversary Celebration, including rising 9th grade AVID students and families, AVID Seniors and families, AVID graduates, tutors, teachers, administrators, community members and UNC Asheville faculty and staff. Guest speakers included AVID 8th grade students, an AVID senior, and an ACS AVID graduate, who is also a graduating senior at UNC Asheville and the Student Body President. Senior Executives from AVID presented research about the success of ACS AVID graduates over the previous decade.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools; Buncombe County Schools; Transylvania County Schools, McDowell County Schools; Madison County Schools, Henderson County Schools; Charter Schools: ArtSpace, Francine Delaney, Evergreen.

Start and End Dates	Fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate/improve levels of achievement. Provide support to diverse schools; give opportunities to practice and get to know children in supportive settings. Work as partners to plan, implement, and evaluate field experiences.
Number of Participants	EDUC 320 (Fall, 18; Spring, 12)
	EDUC 314 (Fall, 16; Spring, 15)
	EDUC 322 (17 - course is Spring-Only)
Activities and/or Programs Implemented to Address the Priorities	Three UNC Asheville education courses with a service learning emphasis were offered during 2018-2019. These courses were EDUC 320, EDUC 314, and EDUC 322. Each course had a different community partner. EDUC 320 candidates worked with students in an after school enrichment program at Erwin Middle School, a diverse, high poverty school. EDUC 314 candidates worked with AVID students at Asheville Middle School, Asheville High School/SILSA. Candidates facilitated two AVID tutorial sessions per week. In addition, they also plan and teach a lesson to AVID students. EDUC 322 candidates created the events and served as the event leaders for the North Carolina Regional Elementary Science Olympiad. For this collaboration, the EDUC 322 instructor partnered with a Buncombe County high school science teacher, who serves as the Science Olympiad leader.
	EDUC 320 candidates work for over 10 hours of service to the community. This opportunity provides candidates with insight into how young adolescents learn in and out of the classroom. The partnership is coordinated by our Field Placement Coordinator and the instructor of the class to work with a diverse middle school. In addition, the faculty member works with an after school enrichment program to provide candidates with multiple opportunities to work with young adolescents in different settings. EDUC 314 candidates tutor and mentor students through the AVID Programs at Asheville Middle Asheville High Schools, and SILSA. They are trained in the AVID philosophy and methods at UNC Asheville and then they complete a field experience which consists of two sessions each week for 14 weeks, approximately 28-30 hours of service learning. Students reflect on their experiences and attend sessions with AVID teachers during the semester to discuss ways to improve achievement for AVID students. AVID celebrated its 20th year and our AVID coordinator was recognized as one of the founding members of this Nationally Recognized partnership. EDUC 322 candidates provide over 10 hours of service to the community by participating in the Science Olympiad. This experience provides candidates with the opportunity to learn content while creating the events, and practice pedagogical skills while facilitating the events as event leaders. This partnership is coordinated by our faculty member and the regional Elementary Science Olympiad coordinator.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children
Start and End Dates	Fall 2018-Spring 2019

Priorities Identified in Collaboration with LEAs/Schools	Recruit & retain quality teachers
Number of Participants	Roughly 500 K-12 students, mostly high school students
Activities and/or Programs Implemented to Address the Priorities	Host a biannual Future Teachers Conference
	Provide presentation to Buncombe County Teacher Cadet class
	Collaborate with Asheville City Schools to start a new high school course, Introduction to Socially Just Education.
	Provide presentation to AVID students in Asheville City Schools
Summary of the Outcome of the Activities and/or Programs	The Department of Education hosted two Future Teachers Conferences, one in the fall and one in the spring. At the conference students participated in a workshop with a Department of Education faculty member, learned about the teacher licensure program and the university, and heard a speech by an inspiring educator. Students from McDowell County and Buncombe County participated. Students from school systems that are affiliated with the GEAR UP grant also attended (Swain, Graham, and Yancey County Schools).
	One school in Buncombe County continues to offer the Teacher Cadet course. The Teacher Recruitment and Retention Liaison gave a presentation to that class.
	UNC Asheville, Asheville City Schools, and the Pathways2Teaching program have entered into a formal partnership to offer Pathways2Teaching at Asheville High School. Two Department of Education faculty members, a teacher at Asheville High School, and the Asheville City Human Resources Coordinator will be trained in implementing this program in June 2019. UNCA has approved offering credit for the Introduction to Socially Just Education course (which is a part of the program) to students who successfully complete the course and attend UNCA.
	The Teacher Recruitment and Retention Liaison presented information about the Department of Education and the teaching profession to 11th grade students participating in the AVID program at Asheville High School.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children
Start and End Dates	Summer 2018 - Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Recruit & retain quality teachers
Number of Participants	112 Lateral Entry Teachers were served summer 2018-spring 2019
Activities and/or Programs Implemented to Address the Priorities	Lateral Entry Distance Program
Summary of the Outcome of the Activities and/or Programs	Our lateral entry initiative is designed to help lateral entry teachers meet pedagogy competencies and special education general curriculum competencies required to gain certification through RALC.
	Currently we serve regular classroom teachers and special education teachers.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children
Start and End Dates	Fall 2018 – Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	To increase the diversity of the teacher licensure program To prepare teachers to meet the needs of a diverse group of learners
Number of Participants	1000+
Activities and/or Programs Implemented to Address the Priorities	<p>In the preparation of educators who are culturally competent and versed in social justice issues, candidates staffed and ran activity booths for kids during the following community events: Fiesta Latina (which celebrates Hispanic Heritage Month and Latino/a culture), and the International Children's Festival. The Department sponsored or co-sponsored the following events for students to learn how to meet the needs of diverse learners: a workshop on trauma informed practices, a workshop with poet Charles Waters about diversifying children's poetry, and a film screening and discussion about America to Me, a film that examines issues around racial inequities in a public high school.</p> <p>The Teacher Recruitment and Retention Liaison provided information about the Department of Education at the Hispanic Educational Summit, an event attended by over 600 Hispanic middle and high school students. She also met with 10 high school AVID classes to promote UNCA's teacher licensure program. Most of these AVID classes were majority students of color and most of the students will be first generation college students.</p> <p>Six students of color participated in ED POP (Education Department Peer Outreach Program). Successful teacher licensure candidates who are also students of color served as mentors to younger students of color. 3 mentors and 3 mentees participated. The program included monthly one-on-one meetings between mentors and mentees and monthly group activities that included a lunch with acclaimed teacher Michael Bonner and a dinner with this education scholar who focuses his work on retaining teachers of color.</p>
Summary of the Outcome of the Activities and/or Programs	1000+ people attended these events, including current teacher licensure students, prospective students, faculty and staff, and teachers and administrators from partner school districts

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	9
Female	29
Race/Ethnicity	Number
Hispanic / Latino	3
Asian	1
African-American	1

American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	31
Multi-Racial	
Student does not wish to provide	2

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic/Latino	1	Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	10	White	35
	Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	1
	Total	13	Total	41
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	7
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	5	Total	7

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1
	Multi-Racial		Multi-Racial	

	Not Provided		Not Provided	
	Total	-	Total	1
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	7
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	2	Total	7
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary		4	3	2		
MG		3		2		
Secondary	2	3	1	2		
Special Subjects	2	2				
EC						
VocEd						
Special Services						
Total	4	12	4	6	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCA	47	85	32

Bachelor	State	3,186	85	67
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E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Buncombe County Schools	189
Henderson County Schools	70
Asheville City Schools	42
Wake County Schools	24
Madison County Schools	22
McDowell County Schools	22
Charlotte-Mecklenburg Schools	19
Burke County Schools	17
Durham Public Schools	17
Haywood County Schools	15

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,213.08
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	27.71
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN CORE-Combined	495.44
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	N/A
MEAN GPA	3.49
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	12	6	6	100	6	100	6	100
M.G. Language Arts	4	2	2	*	2	*	2	*
M.G. Math	3	3	3	*	3	*	3	*
M.G. Science	6	3	3	*	3	*	3	*

M.G. Social Studies	2	2	2	*	2	*	2	*
English	9	3	3	*	3	*	3	*
Math (grades 9-12)	5	4	4	*	4	*	4	*
Science (grades 9-12)	1							
Chemistry	1	1	1	*	1	*	1	*
Earth Science	1	1	1	*	1	*	1	*
Social Studies (grades 9-12)	7	5	5	100	5	100	5	100
Health and Physical Ed	1	1	1	*	1	*	1	*
Art	6	1	1	*	1	*	1	*
Institution Summary	50	26	26	100	26	100	26	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	10	2				
U Licensure Only	6					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	2	1				
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
9	2	6

J. Field Supervisors to Students Ratio (include both internships and residencies)

8:25

K. Teacher Effectiveness

Institution: UNC-Asheville							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			55.1%	42.9%	N/A	49	35
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			50.0%	50.0%		48	36
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	56.3%	37.5%	N/A	48	36
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			55.1%	42.9%	N/A	49	35

State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			60.4%	39.6%		48	36
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	20.0%	64.4%	15.6%	45	39		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		